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# Service in Education

*The following articles, which have been contributed by field members of Phi Delta Kappa, emphasize the value of one of the great ideals of the Fraternity. This ideal is described in the Ritual in the following terms: "Ever bear in mind the great actual and potential value of your effort and its large importance to humanity and the state. We are busy in a work in which contributions to society are vital and genuine. Ours is an unselfish offering of undoubted value, and the sphere of our activity should be above petty bickerings and competitive industrialism. Our rewards will be as great as our service is sincere and efficient."*

WILLIAM S. GRAY

## Co-operation Between the State and Local School Authorities

Each of the constitutions of the states of the Union contains a provision to the effect that the legislature shall provide for a free system of common schools wherein all the children of the state may be educated.

These constitutional provisions do not provide for a series of detached and independent schools but for a system of schools. This mandate of the constitution imposes the obligation upon the legislature to provide for the maintenance and support of such school systems.

In the general plan which the states have adopted for the administration of their respective school systems the state is divided into school administrative units usually called school districts. Officers are chosen by popular vote to administer the affairs of the local units. The state authorities select an officer to represent the state. The local officers and the state officer represent the local administrative school unit and the state jointly. Every superintendent of schools and every member of a board of education is a representative and an officer of the state as well as of the school district which he immediately serves.

It is the usual plan in each state to vest local school authorities with the following important powers and duties: The employment and dismissal of teachers, superintendents and other officers and employees; the adoption of textbooks; the purchase of school supplies; the selection and purchase of school sites; the repair and erection of school buildings; the extension of the school term beyond the compulsory period; the expansion of courses of study beyond the minimum courses; the enforcement of attendance and other laws regulating the schools; the levy, assessment and collection of taxes; the determination of the types of schools, and such other duties as

the law provides and as are required by the constitution.

Vesting these important powers and functions in local officers chosen by the voters of local administrative units has proven to be a wise plan. The administration, local interest and initiative are stimulated in educational progress; the people of every community, and, therefore, of the entire state, are impressed with the necessity of providing adequate educational facilities for its children, and all the people are enabled to measure more adequately the value of education. The general plan results in an economy of administration and in a wiser plan of expenditures than could be obtained under any other policy of administration.

Nevertheless the state has an interest in each one of these local school units. Taken as a whole, the schools maintained in these units constitute a state system of public schools ordained by the constitutions of the respective states. The state has even decreed that all children between specified ages shall attend these schools for a definite period of time. The state recognizes that many of these districts need no assistance or direction; that many of them because of their area, population and wealth can easily provide such facilities of every character as are essential to the intellectual requirements of their children. The state also recognizes that because of unequal distribution of people and property the great majority of these districts are not financially able to provide the necessary facilities to enable them to meet the educational needs of their children. To equalize educational opportunity, to give to every boy and girl in the state a fair chance to acquire the best education possible the state apportions millions of dollars among its schools and apportions it upon the basis of the relative financial needs of districts.

Each state, either through constitutional provision or legislative enactment, has created a state officer under the title of Superintendent of Public Instruction, Commissioner of Education, or some similar title, who is charged with the general supervision of the school system of the state. The powers and duties of that officer have been prescribed in the School Code and in other laws relating to public education. His duties are clearly and definitely set forth. They do not in any way infringe upon or usurp the functions of school directors. They relate, in brief, to the proper enforcement of all educational laws throughout the state; to the establishment of minimum educational standards for all schools; to the administration of certain lines of work which must be given general direction by a state agency if they are to be made effective, such, for instance, as attendance, or vocational education; to giving advice to school officers in relation to the functions which they are required to perform; to advising and informing citizens, parents, guardians and pupils in relation to their rights and duties; to the administration of normal schools and the training and certification of teachers; to the preparation of blanks and forms on which data shall be collected in relation to the operation of the school system so as to make it possible, in the exact language of the law, to "give information to the people upon all questions and matters calculated to promote the cause of education."

In exercising his legally appointed function of supervising the schools of the state, the head of the school system is made head of a department of education. The state, therefore, contemplates that there shall be co-ordination of its educational work. A few of the many advantages arising from this co-ordination are: that the features of work in any district which may prove valuable to another shall be made available for that purpose; that the practices in vogue in any district which do not conform to sound business and educational procedure shall be pointed out and remedial measures suggested; that the best modern thought on school administration, on class room work, and on the business and economic management of schools shall be made available for all teachers, all superintendents and all school officers; that there shall be leadership in public education which is sound, progressive, practical, stimulating and sympathetic and which shall provide such assistance in the solution of any problem, or in the organization of any work, as may be needed in any school in the state. This leadership must be founded upon the principle of co-operation between the state and each locality, and it must recognize and provide the greatest freedom, authority and initiative on the part of each community.

THOMAS E. FINNEGAN,  
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## Educational Service of a Superintendent

It is rather hard to name the outstanding educational service of a superintendent. Some Philistines feel that there is no such outstanding service. A prominent worker in civic matters called upon a banker to solicit funds for a school board campaign. He agreed to give the money but said that he could see no reason for a superintendent. "Let the Board run the schools," was his solution. There is abroad in the land more of this lack of understanding than professional school people are willing to admit. Because they are "sold" on the importance of their own work they assume that the public at large is.

The public is interested primarily in its own worries, problems and troubles. As long as the schools operate in such a way as to interfere least with their lives, the active interest of the public is

dormant. It is essential that this be changed; that the public, as far as possible, be made to understand something of the plans and the problems of the Board of Education. The proper official to do this is the superintendent because he is their official mouthpiece. He can perform no greater service at the present time.

A superintendent, as the following list indicates, has many things to do which it is hard to feel are educational. However, if, each day or each week, he can do something to advance the cause of public education in the popular mind he can feel that his time has been well spent.

A typical day of a superintendent may run something like this:

(This is an actual record of Friday, April 28th.)

1. Called at house on telephone at 7:30 A. M. by sick teacher who should have reported absence to the office.
2. 8:00 A. M. long distance call from an applicant.
3. Arrive at office at 8:40 A. M. and find call from school architect.
4. 9:10:00 A. M. conference with school architect on change of plans.
5. Back to office. President of Board and a member waiting to confer on a plan for organizing a state association of Board members.
6. 11:40 A. M. Board members leave. Several supervisors waiting to take up various routine matters.
7. 12:00 M. Leave for lunch.
8. 1:30 P. M. Return to read mail, make plans for high school principals' meeting and take care of routine matters.
9. 2:30 P. M. Speak to Parent Teachers' Association.
10. 3:45-5:00 P. M. Office hours.
11. 5:50 P. M. Meeting with President of Art Museum.
12. 5:35 P. M. Day closed, "And so," as Pepys used to say, "home and to sup."
13. 7:9:00 P. M. Speak at another Parent Teachers' meeting.
14. By actual count the switch board handled 189 phone calls that day of which one-third were for the superintendent. They needed his instant decision.
15. No time that day to answer mail.
16. This day was chosen because it is nearest to the day when this article must be written.

In all of the foregoing account nothing has been said about "Formative Policies," "Initiating Educational Reforms," "Visiting Schools and Inspiring Teachers and Principals." There is no evidence of any need for special technical training nor for any unusual educational qualifications. It is just the record of an office boy who receives a good salary.

On the surface it is such a record. In reality it is not. As in the case of the man who apparently received \$20,000 for saying "Yes" and "No," but who really was paid because he knew when to say "Yes" and "No," so the superintendent is performing his work when he does the routine tasks. He is drawing upon his past experience and training.

Does an analysis of the day's work just recorded show any part of that day which might be classified as outstanding "Educational Service?" If there is I believe it will be found in the two addresses to the parent-teachers organizations. Most of the other work could have been delegated to a capable assistant, and would have been had there been one, but the appear-

ance before such and kindred organizations cannot and should not be delegated.

There are many kinds of services which a superintendent may render, but none is of greater importance than that of acting as an "Educational Salesman." There are many examples of superintendents who, lacking the technical training themselves, have, through capable assistants, made noteworthy contributions to educational administration because they have been salesmen. They have been able to arouse public sentiment, to enlist the active support of all organizations and to secure funds to carry on their work because they possessed a keen sense of the value of publicity.

Not of personal publicity—but of publicity for the school system. It might indeed be well to require that every young man planning to become a superintendent of schools spend six months in a newspaper office as a reporter before he is granted his certificate. At least he would learn the value of news.

I live in a city which has, probably, the greatest exponent of direct and indirect publicity in the United States. If it is valuable to a well known and highly organized corporation to maintain, at great expense, a publicity department, is it not important for a school system, which depends for its life upon public support, to pay some attention to this problem?

If I were asked to name the greatest educational service a superintendent can render to his city and to the profession, I would place first intelligent publicity. This can be done in a variety of ways. Some of them are:

- a. Newspaper publicity—"Stories" of unusual happenings.
- b. A school newspaper which will carry detailed accounts of school news which the daily papers will not print.
- c. Appearance before all the recognized noon-day luncheon clubs, parent-teachers' associations, etc.
- d. Preparation of illustrated lectures giving facts about the school system.
- e. The creation of a Department of Research and the utilization of the material gathered to "sell" the Board and the public on needed changes.
- f. The preparation of careful statistical reports and their presentation in a more or less popular way to the Board of Education as well as to the public.
- g. Deal in facts rather than in educational philosophy. It is vastly more interesting to an audience to know that 436 children are defective or that 27 per cent of all classes are held in the basement than to know the pedagogical reasons why such things are wrong.

The limits of this article are already overrun. The real reason for educational publicity is to secure adequate support, both financial and moral, in order that the real constructive work of the schools may go forward. General publicity is the answer to the present serious outlook in public education today. The public is

restless, taxes are high, propagandists against the schools are in evidence, reaction is already setting in. To counteract this we have but one thing—intelligently organized publicity.

PAUL C. STETSON,  
Superintendent of Instruction,  
Dayton, Ohio.

## Educational Service which Superintendents May Render

The educational services which a member of Phi Delta Kappa may render are influenced by numerous well-known factors. I want to present a few of the less frequently mentioned ones in relation to the important contributions which they bear to success.

### Courage in Administrative Truth Telling

One of great importance is the factor of administrative courage. Courage to tell the truth is an absolute essential if one is to give true service. The administrator, above all other professional people, needs constant training in administrative truth-telling. He must be kind and considerate, yet bold in straightforwardness; pleasant and openminded, yet just and adamant when his word is the one which carries the responsibility. Courage to face important issues and give word, opinion, and seasoned judgment upon a debated matter is only brought about after careful training and honest evaluating in truth-telling situations.

The task is never a pleasant one and yet there will always develop from such courage great results for good. A fine satisfaction will come to the heart of the administrator for having done a worthwhile service in the interests of the boys and girls in the schools, and the teachers in the profession. Service through courageous truth-telling is high service for our profession and still higher service for the children in our schools.

### Common Understanding

Common understanding among members of the profession, and practice in the right use of that understanding, makes for professional service. Our progress today is made more uniform when all in the profession understand what part they are playing. The superintendent of schools must be the leader through whom the workers in the local field of education secure their common point of view concerning the given duties to be performed.

The teacher, principal, and supervisor will have many contributions to make

for the good of all. Their individual judgments, when seasoned with experience, will stimulate and add the newness necessary for growth. The superintendent who invites honest expression of opinion offers the right opportunity for growth to his teachers. When there results a program of work for all concerned, the "system" is being harnessed for real efficiency. True leadership will require that all engaged will accept opportunity for participation in terms of the responsibilities which are theirs to discharge.

There is an added duty which he must render to his community. It is here that he must interpret problems that are strange and difficult of understanding. His service spells success when his community understands his vision and program, and when it whole-heartedly backs up the program advocated. In recent years this type of educational service has secured some of the most important educational advances. Through this phase of activity the superintendent of schools has almost become a social engineer. He has planned for his community such programs, the working out of which has developed the leadership of that community. Through this work he has not only been a professional leader for his children and teachers, but he has become a comrade and a lay-leader for his community.

### Give Service Through Example

We, as leaders, must serve so that our example awakens the potential leadership in the young in our profession. We have in our grasp the making of greater and greater leaders out of the young in our profession. It is for us to make them ambitious for more important positions, not merely for the positions' sake, but that, through such advancement, they may discharge greater and greater obligations. These young of the profession need constant encouragement and advice.

The Phi Delta Kappan who gives the truest service in this sense will so stimulate the people with whom he works that he will make them ambitious even for the position which he himself holds. This

can be accomplished without any breach of professional courtesy. The obligation of a Phi Delta Kappan is no less than that which demands of him that he train the young men with him for the job of their boss.

#### **Begin at the Bottom, and With the Right Spirit**

Scores of younger men fresh from technical colleges and universities furnish us with very excellent and helpful examples. These young fellows are trained for highly specialized, technical work. They leave their colleges or universities knowing that ahead of them is important work to be done. Yet they know that their best success comes when they start at the bottom and "work up." They literally roll up their sleeves and tackle a humdrum task—a job which they could have done without college training. They know that this beginning work gives them both point of view and skill in accomplishment. At this end of the job they are preparing for a breadth of vision which they will need after they have secured ripened judgment. They do it gladly. This is service indeed.

In our profession this same willingness to begin at the bottom must be ours. We must literally keep in mind that details are just as essential for us to know about and to understand as are broad policies and principles of administration and supervision. It is true that we cannot give the time to details that is required of persons working in other organizations, but we must have the skill which comes from keeping the details at our fingertips as well as complete knowledge of the principles of administration for which we are wholly responsible. Make our larger contributions, but keep in trim; do it all in the spirit of the worker who is not afraid of work.

#### **Don't Take Ourselves Too Seriously**

Many a person's leadership is discounted because he works as if all of the cares of the world were resting on his shoulders, and as if he alone were responsible for carrying out the plans. Such a person has scarcely time to smile, to take recreation, to see the other man's point of view—in short, to be human.

True professional service is not given in this way. The man who takes himself too seriously is oftentimes too serious to be a good companion. Without professional and business companionship the service qualities which one has do not have a chance to show results. A good admonition would be "Cheer up, school men and

Phi Delta Kappans, remember that there are other fellows helping on the job. Smile, and do some of the work in a smiling attitude. Leave some of the cares for equally sensible people to handle. Be broadminded." Fortunately knowledge does not die with any individual, nor group of individuals.

#### **Work With Men in Business**

Education today demands a constant return. Those of us who are giving educational leadership service are asked to give returns almost on the spur of the moment. To do this best means that we must adopt some of the methods of business. Modern business is constantly face to face with new questions. We can secure much help and a new point of view from business men. In fact, we can deal with such questions as business men. Our answers must be in terms that business men can understand.

Unless we can today work beside men in business, they will continue to question not only how we do our job—our work—but they will question the contribution which we are making. Our new opportunity is to make use of the cumulative and helpful influence which business constantly gives to the schools.

#### **Do the Job Ahead—Let the Results Speak for Themselves**

We have, no doubt, difficult pieces of work to perform. The fact that they are difficult does not excuse us from the mistake we make of talking about these difficulties. When the work is before us our task is to perform that service. Put the service before everything else. Do the job. The great leader will plan his work and accomplish results with all his energies spent at the all important task.

There are men in the world called civil engineers. Some of these men are especially trained to build great bridges. They understand the laws of bridge building. They know the density of the stone that they must use in making the foundation or buttresses. They know the tensile strength of steel which must be used in making the arms and girders. They know the weight that each span can carry. They understand the exact way of placing these spans together. They estimate very carefully what the bridge can carry—what future traffic may demand. These men, in short, understand bridge-building.

Their great obligations are to build bridges, and as highly skilled and professionally trained men they construct bridges over our great rivers. When the bridges have been completed, they look

upon their handiwork. A great satisfaction has come to these men. They have constructed that which will last. They have built a great bridge over which commerce and human freight will constantly be carried.

With a smile of satisfaction, with the courage of having done an honest and a helpful piece of work, these great builders move on to the new fields—new bridges to build. Theirs is a great service. They have been trained for leadership in bridge-building. They have courageously attacked that work and successfully completed it.

Then in a true spirit of service they have said, "Ours is not to stand by and watch what these bridges accomplish, but we will leave them with the full knowledge that they will do what we have asked them to do. We have placed honest work in each span and in each steel bar. We have kept out inferior material and demanded reliable material. Our bridges will stand. Our bridges will

serve, but our duty is to pass on and build more."

The service of a true Phi Delta Kappan in education, too, is to build bridges. As the civil engineer understands the principles of bridge making, understands what humanity demands of these bridges, he, too, will plan and build his educational bridges in no less a spirit, with no less an ideal, of service. When his great educational bridges are built, the members of his profession and the children of the future will use them without fear and with courage.

The men of his own profession will look upon his handiwork. They will say, "This has been built well. We must use it and profit by our leader's experience."

This leader filled with the true spirit will smile a smile of satisfaction and encouragement and with an humble heart he, too, will pass on to build another and a better educational bridge.

Z. E. SCOTT,  
Superintendent of Schools,  
Louisville, Kentucky.

## Educational Services of a High School Principal

At the outset let it be assumed that one of the greatest services that any principal gives to his community has been given when he has formulated his program and has put into actual operation the mechanics of the school organization. This service must always be performed in a more or less efficient way, if the school is to exist. No further discussion on this service is necessary except to comment that usually the efficiency of service in other forms is directly proportional to the efficiency of the service of organization.

Other services that are large in possibilities are those of the determination of educational goals and the development of achievement tests to determine the extent to which pupils attain such goals. In these services, as in the first, the human element is largely lacking. Much of such service can be rendered by the educational recluse in his private office, entirely out of contact with the personnel of the student body.

In recent years there has been much talk about vocational guidance and the broader field of educational guidance. The high school and its chief officer, the principal, have exceptional opportunities for service. Will such service be a real service or will it be a service of questionable value? Here, rather than any place else in the whole galaxy of services, is a sane principal needed. The

greatest teacher of all time, who was likewise the greatest school administrator of all time, walked up and down the Gallilean country two thousands years ago, performing true guidance. His educational guidance stands out today fully as applicable as when He gave it. All succeeding generations have paused when confronted with His accusation of "blind leaders of the blind."

It is the duty of the high school to render through its principal or through some one delegated by him guidance to the pupils of the school. Only under one condition can the high school principal conscientiously face the responsibility for educational guidance, i. e., by securing ample preparation for such work. The Great Teacher spent thirty years in preparation for three years of productive service. The results of His guidance service have continued to grow in importance in a geometrical ratio as the years have gone by. He was no blind leader of the blind. Today our Universities feature courses for the preparation of men for high-school principalships. No man should be willing to accept the responsibility of advising young persons as to their educational and vocational future without adequate knowledge of the foundations for the advice he gives. Recently we heard of an instance of so-called educational guidance given by a college man who had specialized in a

particular field rather than in liberal arts. A freshmen girl was uncertain as to what courses she should elect. The high sounding name of Psychology appealed to her, but the subject was supposed to be limited to Sophomores. The advisor, however, was an accommodating chap and he asked for permission to look over her high-school credentials again. He then declared that Freshmen were not regularly allowed to take Psychology, but since she had had high-school Economics and Civics she had a foundation for Psychology and he would gladly enroll her in the course. Most certainly, he was a "blind leader of the blind."

How often in recent years have we heard that short prevocational courses should be offered in the earlier years of high school or in the junior high school in order that boys and girls from eleven to fourteen years of age might "find themselves!" Does the mere fact that spending a few weeks in an electrical shop wiring bells or playing with a wireless outfit signify that a boy is likely to be willing to endure the mathematical grind that is necessary to become an electrical engineer? Our high school population is composed of pupils under eighteen years of age. Any vocational or educational guidance that tends to limit them to narrow specialization at such an early time is seriously at fault in that it precludes later choices when the individual has sufficient experience to warrant a choice.

One needs to be familiar with modern ideas relative to the nature of intelligence and with the value of the many so-called tests of intelligence. In the use of intelligence tests the question often arises as to the wisdom of letting the pupil know his rating and especially his rank. Here is an opportunity for real service in guidance. First of all, there should be a check on the low intelligence ratings to insure that they are true measures of individuals and not the results of factors other than intelligence. Then pupils with the low "I. Q." should be informed of their situation. Marvin F. Beeson in a study of Colorado high-school pupils expresses this idea in the following terms: "If we reward a dull pupil for effort we merely postpone the revelation of the student's inability until after school life when he suddenly awakens to the fact that he has been de-

ceived in school, that his effort receives slight reward because other people with more ability can achieve far greater success with less effort." Such pupils deserve to know their limitations and to be guided into fields in which they can do satisfactory work.

Reference was made above to the opportunities for preparation offered by the Universities. Such preparation is vital but is not enough. The principal who is satisfied with receiving his Bachelor's degree in Education is only partially prepared for his work. The Master's degree and the Doctor's degree each place him on a much higher plane. In addition to securing such degrees a principal must keep in touch with the developments in secondary schools. Irrespective of the degrees received every high school principal, if interested in professional advancement, can well afford to attend summer sessions or short courses at frequent intervals. Keeping abreast of movements as reported in educational journals is accepted as a prerequisite of success.

Active membership in various organizations of educators is likewise taken for granted. In this group, first in importance comes the National Association of Secondary School Principals and the large accrediting associations of high schools and colleges which include the section of the country in which the principal is located. Participation in the proceedings of various organizations in which one has active membership is an obligation which should not be slighted. The presentation of a topic before a group leads to the discussion of important ideas and consequently to a clearing up of one's views concerning the subject under discussion.

Preparation for service is the foundation for service. Willingness to serve is the urge to service. The former will never perform service without the latter. The latter unless guided by the former will attempt much that were better left alone. The Great Teacher spent thirty years in preliminary preparation for three years of service and then often went alone during the three years for further preparation. Modern ideas of service, all, hark back to Him. The keys to His success were preparation and willingness.

G. W. WILLETT,  
Lincoln High School,  
Hibbing, Minnesota.

## Education for Service

The teacher has an opportunity for service greater, I think, than that offered in any other profession or occupation.

When I make this statement I am not unmindful of the opportunity that comes to the physician when administering to the

body. Through this healing he may gain that confidence of the patient that will enable him to advise well concerning conduct. I am not unmindful of the opportunity that comes to the minister when he meets many of his parish under conditions and an environment that lend themselves to emotional appeal. I am not unmindful of the lawyer to whom the client reveals his troubles, social, political and business, for solution.

The child comes to the teacher in the plastic period of his life when most susceptible to impressions and influence. The child comes to the teacher with a confidence near to that of its confidence in parent. Woe to teacher, misfortune to child, when this confidence is shattered, broken or betrayed and faith lost in human nature. Think of the influence the teacher has on the lives of her pupils! Everyone who reads this will think of at least one teacher who counted for much in his life. Many come under the tuition of the teacher and they come often. Of the many some trust most of their secrets—mental, moral, social and spiritual—to their teacher.

The classroom teacher has an opportunity to exercise every quality of leadership that she may possess among those who are susceptible to her influence. If perchance she becomes a principal, the opportunity is enlarged to serve those who are associated with teacher as well as pupil and parent as well as teacher. Service! What an opportunity! You know the story of the boy who always knew how to spell "principal" of his school and not confuse it with "principle" in arithmetic or physics, because his principal was his "pal." Many there are and more there should be.

Opportunity for service comes to principal and teacher, directly, indirectly or both, when the child needs food, clothing, a more wholesome environment, sympathy, encouragement, warning and direction. The principal is a factor in molding the opinions and ideals of a community and these are molded for the best and worthiest in citizenship when she has caught the idea of leadership for service. Add a strong and compelling-by-kindness personality and the results are immeasurable.

I have referred to the teacher's opportunity for service. What kind of education will best fit the teacher to rise to his opportunity? The essential characteristics that make for success in teaching, generally speaking, make for success in other lines of worthy endeavor. What then are some of the essentials in education for service?

In talking with a prominent banker recently who was looking for a man for one of the highest positions in the institution with which he was affiliated he said to me, "I want a man for this position who has a strong personality and good health. In our business one must have physical endurance in order to succeed." One of the requisites for the most valuable service is good health, physical endurance and the proper functioning of the bodily organs.

Physical training should be an important consideration for any and all educational institutions. A Pennsylvania boy wrote the governor of the state, "After twelve years spent in the Public Schools I have been detailed to the Limited Service Classification because of physical unfitness for active service in France. \* \* \* Latin and Ancient History seem in no way to help me help my country." Good health is a factor in peace service as well as war service. Physical education is fundamental to all other forms of education. Such training should emphasize the proper growth and use of the body and practical training in the care of the body.

Civic education should find a place in education for service. In order to render the best service one should first of all be a good citizen. He should know what the civic virtues are. He should know what the common good is. He should be familiar with the ideas and the ideals that have made our country what it is and should be given the opportunity in his school experience to put these ideals into practical operation in so far as it is possible. Instruction in the social science, some knowledge of the State and Federal Constitution and a familiarity with the principles of economics are essential to civic education.

It would seem from the following quotation from the Literary Digest, April 22, 1922, that the type of education the schools have been giving functions for citizenship:

"The superintendent of New York State's reformatories says that of 22,000 criminals whom he has examined but four were college graduates, while in a group of 1,000 prisoners only 7 per cent had high school education, 25 per cent had finished grammar school, and 64 per cent had attended only primary grades." "Here is evidence," declares the Brooklyn Eagle, "that even a moderate amount of schooling is a positive and active deterrent to crime." To strengthen the weak places in our social fabric still more careful training must be given in

## Phi Delta Kappa N.E.A. Luncheon

Thursday, July 6, at 12:30 P.M.

Banquet Hall, Ninth Floor, Boston City Club

\$1.25

*Toastmaster:* Dean HENRY W. HOLMES, Harvard

*Invited Speakers:*

Dean JAMES E. RUSSELL, Teachers College, Columbia

Professor GEORGE A. WORKS, Cornell

A Representative of the Executive Committee

*Send names to*

E. R. MOSHER, 59 Walker Street  
Cambridge, Mass.

the school and additional housing must be provided.

Following closely the training in civic education one must be trained for the proper use of his extra-working hours or leisure time so that a part of this time may be used in service. Such training calls for some familiarity with the best that has been thought and written in the past and that is being written at present. To meet this requirement one must know books and magazines, must learn the value of the public library and the school library, and how to use these institutions effectively. The experiences of the past are an aid in understanding the present and in interpreting the future. If we are to render best service to society, there should be available the inheritance—scientific, literary and institutional—to which we, as members of the social order, are entitled.

One must have training for some vocation. If every person had definite and specific training for some occupation or some profession in life's society would gain thereby. The responsibility placed upon society by misfits is a heavy burden. There is a place for everyone in the social order if he will only find his place. Every normal individual should contribute more to society than he takes from it otherwise there will be no progress. One renders a service and is not a charge to society when engaged in a worth-while daily occupation.

Education for service must also provide

for the best training possible in the development of ethical character and worthy home membership. No school, secondary or collegiate, will serve its full purpose unless it develops on the part of the student body high ethical ideals. Such ideals may be developed to a large extent through what is known as extra-curricula activities.

The social contact of pupils with each other, the study of literature and history, and an insight into languages other than English, where the ideals of other nations are learned, will contribute toward character development, but the student must learn to meet people, to give and to take, to win and to lose, in order to prepare himself for the service he must render as a citizen in the community. The largest problem that one confronts in life is that of getting along with other people and in adjusting himself to his social environment. One will be enabled to render the largest service to society when he has developed within him the characteristics of leadership.

The best opportunity that comes to one in his educational preparation for leadership is a study of leaders and practice in leadership. One must of course know the fundamentals in education, but he must not forget that a knowledge of human nature will be his greatest asset in education for service.

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